**K-5 Math Lesson Plan**

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| **Teacher:** | | | **Grade:**  **1st Grade** | | **Date(s)**:  Day 7 |
| **Unit Title:**  Number and Operations in Base Ten | | | | **Corresponding Unit Task:**  Prior Knowledge: rote count to 100, identify read and write numbers 0-100. | |
| **Essential Question(s):**  How do I count, read, and represent numbers 0-120? | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | |
| **Teacher:**  iPad using 10 frames on webdav | | **Student:**  iPads – use 10 frames through webdav | | Ten frames  webdav | |
| **Learning Experience** | | | | | |
| **8 Mathematical Practices:**  X 1. Make sense of problems and persevere in solving them.  X 2. Reason abstractly and quantitatively.  X 3. Construct viable arguments and critique the reasoning of others.  X 4. Model with mathematics.  X 5. Use appropriate tools strategically.  X 6. Attend to precision.  x 7. Look for and make use of structure.  X 8. Look for and express regularity in repeated reasoning. | **Common Core State Standards:**  **Number and operation in base ten. Count, read and write numbers 0-120.** | | | | |
| **I Can Statement(s):**  **I can count from 0-120.**  **I can create groups of any number 1-120 using ten frames.** | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)  Today we are going to use our Ipads for the 10 frames! | | | | |
| **Teacher Directed:**  Count to 120  Use activating strategy to hook students into lesson model instructions on how to get to the 10 frames  show how to use doodlebug for adding dots into the frames Show students how to make a NON-10 number on 10 frame ask the students if someone can raise their hand and show you how to make 14 on tens frame. Have students one at a time come forward and show others how. | | | | |
| **Guided Practice:**  Have all students get ipads. Re-model while students follow along getting through webdav have all students make certain numbers on 10 frames.  have students break into partners. One student chooses a number and they create that number on their ipad 10 frame. They can complete 10-15 numbers or a 10 minutes of numbers | | | | |
| **Independent Practice:**  The students will return to their desks and pull numbers from a bag in the middle and make that number alone. The student will do 3-5 of these and then show the teacher their work. | | | | |
| **Closing/Summarizing Strategy:**  Have students share with the class the number that they made last. And show the class what their 10-frame looked like. | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** Small group give some students multiples of 5s and see if they can complete the 10 frames without counting any dots | | | **Intervention**  Pull a small group of students and focus 10 being 10 and on counting the “extras” | | **Language Development** |
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| **Assessment(s):**  The students will explain and show the correct number on their ipad during the closing/summarizing time. | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |